Student Achievement Testing Program Bulletin

Grade 3 English Language Arts

1988-89 School Year

Alberta
EDUCATION

Student Evaluation and Records

September 1988

This bulletin contains general information about the 1989 Student Achievement Testing Program, and information specific to the Grade 3 English Language Arts Achievement Test. Additional copies of this bulletin may be obtained by telephoning Alberta Education at 427-2948.

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INTRODUCTION

Purpose of the Bulletin

The Grade 3 English Language Arts Achievement Test will be written on June 13, 1989. This bulletin provides specific information about the design, the composition, and the scoring of the Grade 3 English Language Arts Achievement Test.

Teachers should also refer to the publication *Grade 3 English Language Arts Curriculum Specifications (1986)*, which presents the specific content and objectives that guide the development of the test questions.

Students should have access to the information in this bulletin, particularly to the sample assignment and questions, and to the scoring guides.

Questions or comments regarding this bulletin should be directed to:

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Purpose of the Achievement Testing Program

The Achievement Testing Program provides Alberta Education, school jurisdictions, and the public with information significant at the provincial and local levels about student knowledge, understanding, and skills in relation to program objectives. This program is not intended to provide information to be used for student placement or promotion.

The achievement tests are administered on a four-year cycle in four subject areas: Language Arts, Social Studies, Mathematics, and Science; and at three grade levels: 3, 6, and 9.

Nature of the Achievement Testing Program

The achievement tests are specific to the program of studies prescribed by the Minister of Education. Curriculum specifications for each subject area, provided by the Curriculum Design Branch and the Language Services Branch of Alberta Education, identify the major content area, and the emphasis that each objective is to receive. The test questions reflect these curriculum specifications.

Classroom teachers from across the province are extensively involved in developing and field testing the questions. The student responses are analysed after field testing to determine each question's suitability for inclusion on the achievement test. Questions may undergo several revisions before they appear on the achievement test.

The final draft of each test is examined by an Achievement Test Review Committee that includes representatives of The Alberta Teachers' Association, the Conference of Alberta School Superintendents, Alberta's post-secondary institutions, and Alberta Education.

Exemptions from the Achievement Testing Program

The results of the Achievement Testing Program are significant at the school jurisdiction level. All students who have been taught the subject being tested are expected to participate in the Achievement Testing Program. Any exceptions should be identified by the principal and approved by the superintendent of schools.

The only students who may be excused from participating are those for whom the test is inappropriate. That is:

1. Students who are enrolled in an approved program that has been designed for special needs students
2. Students who were taught the subject being tested in another semester or year
3. Students who are enrolled in an English as a Second Language program
4. Students who are being taught the specific subject being tested (mathematics, science, or social studies) in a language other than English

Exemptions for reasons other than those outlined must be approved by the Director of the Student Evaluation and Records Branch.

Students Receiving Instruction in French

French translations of the Science, and Social Studies achievement tests are available for grades 6 and 9 according to the schedule on page 4. School jurisdictions that intend to have their students write achievement tests in French must notify Alberta Education prior to March 1, 1989.

It is not mandatory that students enrolled in Grade 3 Francophone or French Immersion programs write the Grade 3 English Language Arts Test in 1989. However, if your school or jurisdiction chooses to have these students write the test, the results will be reported separately on a school and jurisdiction basis only. For further information contact Mr. Dennis Belyk, Acting Associate Director, Achievement Test and Diagnostic Evaluation at 427-2948.

Administration of the Achievement Testing Program

The Achievement Testing Program is administered in accordance with directives issued by the Director, Student Evaluation and Records Branch, under the authority of the *Evaluation of Students Regulations*. The achievement tests must be administered on the scheduled dates and may not be rescheduled.

The achievement tests must remain unopened until the time of writing. Duplication of any test materials, including the test booklets and answer sheets, is expressly forbidden.

Immediately following the administration of the scheduled achievement tests, the principal must ensure that test booklets and answer sheets are forwarded to school board offices. The school board is responsible for collecting and forwarding to the Student Evaluation and Records Branch all test materials containing students' responses. Further details regarding procedures for returning these materials to the Branch will be issued when the achievement tests are delivered. For private schools, the Regional Offices of Alberta Education assume responsibility for collecting and forwarding test materials to the Student Evaluation and Records Branch. All unused testing material may be retained by the school jurisdiction.

Alberta Education will supervise the scoring of all achievement tests. The scoring of achievement tests by school personnel prior to returning test materials to the Student Evaluation and Records Branch is a violation of the *Examination Rules* and contrary to the intent of the Achievement Testing Program.

During 1989, the achievement tests will be administered according to the following schedule:

Tuesday, June 13, 1989 (Morning)

Grade 3 English Language Arts

Grade 6 Social Studies*

Grade 9 Science*

In 1990, the achievement tests will be administered according to the following schedule:

Tuesday, June 12, 1990

Grade 3 Mathematics

Grade 6 Science*

Grade 9 English Language Arts

Thursday, June 14, 1990

Grade 9 French Language Arts

* A French translation of this test is available. The French translation must be administered at the same time as the English version.

Reporting the Achievement Test Results

In September 1989, a provincial report will be issued that will present the overall results for the province on major curriculum dimensions. Each jurisdiction will receive a district profile of student achievement to parallel the provincial report, as well as guidelines for interpreting the jurisdiction results in relation to provincial norms. Alberta Education will not issue individual statements of results to students; individual student profiles will be sent to superintendents and to the principals of the schools where the students wrote the test.

Consistent with our current interim French Student Evaluation Policy, provincial reports will not be prepared for the French translations of the achievement tests in Grade 6 Social Studies or Grade 9 Science.

Jurisdictions that choose to have their Francophone and/or French Immersion students write a French translation of the achievement tests in Grade 6 Social Studies or Grade 9 Science will receive reports of jurisdiction and school results. Until the amount of time devoted to instruction in French is relatively uniform across the province, permitting valid and reliable interpretation of provincial data, provincial reports of achievement tests in French language programs will not be prepared.

DESCRIPTION OF THE GRADE 3 ENGLISH LANGUAGE ARTS ACHIEVEMENT TEST

The following are the major points of information regarding the design of the Grade 3 English Language Arts Achievement Test:

1. The Grade 3 English Language Arts Achievement Test is designed to reflect the *Grade 3 Language Arts curriculum specifications* that have been developed from the *Program of Studies for Elementary Schools 1978* (amended 1982).

2. The Grade 3 English Language Arts Achievement Test is composed of two sections:

   Part A: Writing, to be administered during a 60-minute period on the morning of June 13, 1989

   Part B: Reading to be administered during a 50-minute period on the morning of June 13, 1989

3. When writing Part A, the student will write a story using the starter that appears in the test booklet as a focus. The person who administers the test will read the GENERAL INSTRUCTIONS to the students but will NOT read the story starter.

4. Student writing will be scored for CONTENT, DEVELOPMENT, SENTENCE STRUCTURE, VOCABULARY, and CONVENTIONS (see scoring guides on pages 12 to 16).

5. Part B: Reading will consist of reading selections taken from fiction, nonfiction, poetry, and 40 multiple-choice questions. Answers will be recorded in the test booklet. The projected test mean of Part B: Reading is 70%.

6. The student may NOT use a dictionary when writing either Part A or Part B.

PART A: WRITING

Part A: Writing is designed to encourage narrative and descriptive writing.

The blueprint for Part A: Writing on page 8 is followed by a sample assignment for classroom use. This sample illustrates the kind of writing assignment that will appear on the Grade 3 English Language Arts Achievement Test in June 1989.

Scoring guides to be used in marking follow on pages 12 to 16.

Development of Part A: Writing

Test developers and teacher committees observed the following general guidelines as they developed the writing assignment and scoring guides for the Grade 3 English Language Arts Achievement Test:

1. The writing assignment and scoring guides should assess skills presented in the curriculum specifications for Grade 3 English Language Arts that were developed from the *Program of Studies for Elementary Schools 1978* (amended 1982).

2. The assignment and test format should reflect the writing process model of prewriting (thinking and planning), writing, and revision.

3. The assignment statement should provide focus. An assignment that is too general is to be avoided.

4. The story starter* should be constructed so that it provides a context and identifiable characters, but it must be broad enough in scope to encourage a wide range of approaches.

5. The assignment should be one that can be completed in a period of 60 minutes, allowing some time for planning, drafting, and revision.

*The intent of the story starter is to provide focus for the students and yet to allow them the freedom to use their imaginations and their experiences to write in the style that best suits them individually. Some students may establish a context that utilizes the story starter in the middle or at the end of their stories.

Scoring of Part A: Writing

Selection of Markers

Part A: Writing will be scored by Grade 3 teachers selected from those who have been recommended as markers to the Student Evaluation and Records Branch by their superintendents. To qualify for recommendation by a superintendent, a prospective marker must have taught Grade 3 English Language Arts for two or more years, currently be teaching Grade 3 English Language Arts, and have a valid permanent Alberta teaching certificate.

Superintendents will be contacted in March 1989 for their marker recommendations. Approximately 150 teachers will be selected on superintendents' recommendations in order to ensure that there is a proportional representation from the various regions of Alberta. Markers will be contacted in April or May 1989. The list of markers will be finalized no later than June 17, 1989.

Many more teachers are recommended as markers by superintendents than are required by the Student Evaluation and Records Branch. The following criteria are considered when markers are selected for the marking session:

- experience as a marker (generally, "first time" markers are given priority)
- regional representation (by zone, jurisdiction, and school)
- student population

Dates for Scoring

Part A: Writing will be scored in Edmonton during the week of July 17 to 22, 1989. Group leaders will meet on Monday, July 17, 1989.

Scoring Procedures

Markers will be trained in the application of scoring guides, and sample papers will be discussed prior to the actual scoring of Part A: Writing. Consistency in scoring will be monitored closely.

Each student's paper will be scored by one marker only. The one-marker system allows reliable results to be reported at the jurisdictional and provincial levels but not at the individual student level. At the time of scoring, the markers will be instructed to focus upon the success of a student's writing within each scoring category.

Scoring Guides

The scoring guides are included on pages 12 to 16. Prior to scoring, minor adjustments to the scoring guides may be made in order to reflect the actual performance of students as determined by teachers reading a random sample of the test papers, and by group leaders in their prescoring meeting. Teachers should become familiar with the scoring guides in order to assist students to develop their writing.

Blueprint for Part A: Writing

The blueprint that follows outlines Part A of the Grade 3 English Language Arts Achievement Test. The blueprint delineates the categories under which summary data will be reported to school jurisdictions.

REPORTING CATEGORY (Scoring Guide)	DESCRIPTION OF WRITING ASSIGNMENT	RANGE OF MARKS
CONTENT (Selecting events and details to achieve a purpose) Events and/or actions should be plausible within the content established by the writer. The student should be able to select appropriate details to describe characters, their actions, and events. DEVELOPMENT (Organizing events and details into a coherent whole) The student should be able to organize events and details in a coherent sequence. SENTENCE STRUCTURE (Structuring sentences appropriately) The student should be able to use a variety of sentence structures appropriately. VOCABULARY (Selecting and using words and expressions correctly and effectively The student should be able to use words and expressions correctly and effectively. CONVENTIONS (Using the conventions of written language correctly) The student should be able to communicate clearly by adhering to correct spelling, punctuation, and capitalization.	The writing assignment follows a story starter that is to be read by the student. The assignment sets a specific writing task but allows the student to use imagination and background experience to develop a story.	In each reporting category, the student receives a score within the following range: 5 - EXCELLENT 4 - PROFICIENT 3 - SATISFACTORY 2 - LIMITED 1 - POOR INS - INSUFFICIENT

Part A: Writing - Sample Assignment

The sample assignment and instructions that follow are similar in format and content to those that will be presented in the Grade 3 English Language Arts Achievement Test.

TO THE TEACHER: Please read the instructions on this page to the students.
DO NOT read aloud any other parts of the test.
DO NOT provide assistance in any other way.

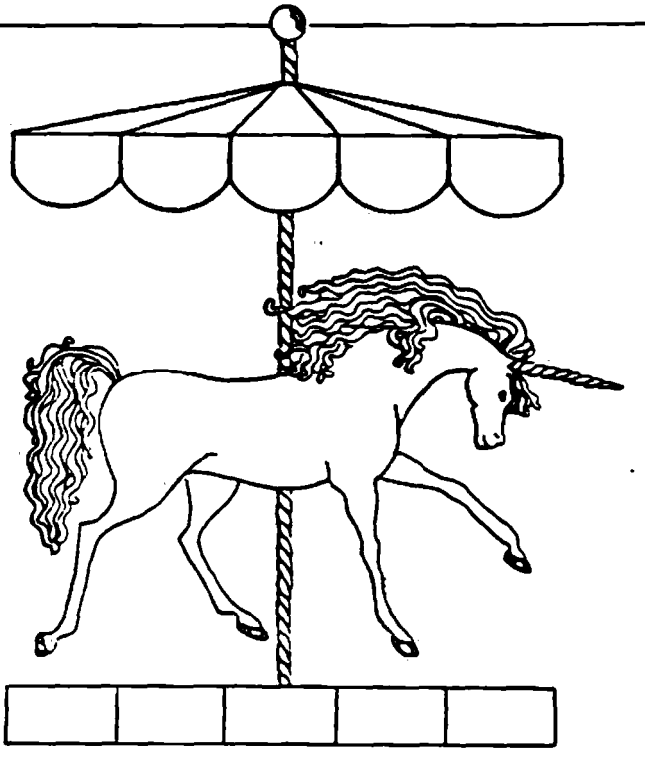
GENERAL INSTRUCTIONS

- In this booklet, you are asked to write a story.
- You will read a story starter and then you will write your story.
- You should not copy the story starter.
- You may, if you like, write down your ideas on the page labelled IDEAS before you begin to write your story.
- Please print or write as neatly as you can.
- When you have finished your story, CHECK YOUR WORK and correct any mistakes you find.
- You have 60 minutes to finish your story.
- Now, READ THE STORY STARTER ON PAGE 11.

Use this page to write down your ideas after you have read the story starter.

IDEAS

Read the following story starter and use your imagination to write your story about Terry at the fair.



Terry saw the merry-go-around at the fair. One of the wooden horses was strange looking. It had a horn in the middle of its forehead.

"I have one ride ticket left," Terry said. "I think I will ride on that horse!"

When the music started, Terry climbed on. Suddenly, the music stopped! Terry and the strange-looking horse flew up, up, up . . .

REPORTING CATEGORY: CONTENT*

Selecting events and details to achieve a purpose

SCORE		DESCRIPTION OF PERFORMANCE
5	EXCELLENT	Events and/or actions are plausible within the writer's context. Events and/or actions are directly connected to the story starter in a novel way. Specific and appropriate details describe characters, their actions, and/or the events in the story.
4	PROFICIENT	Events and/or actions are plausible within the writer's context. Events and/or actions are connected to the story starter. General but appropriate details describe characters, their actions, and/or the events in the story.
3	SATISFACTORY	Events and/or actions are generally plausible within the writer's context. Events and/or actions are infrequently connected to the story starter. General but appropriate details describe characters, their actions, and/or the events in the story.
2	LIMITED	Events and/or actions are vaguely plausible within the writer's context. Events and/or actions are rarely connected to the story starter. General and/or inappropriate details describe characters, their actions, and/or the events in the story.
1	POOR	Events and/or actions may be vaguely plausible but the context is unclear. Events and/or actions are not connected to the story starter. Details are lacking.
INS	INSUFFICIENT	The student has written so little that it is not possible to assess the content.

*Details chosen by the student may be descriptive details associated with characters and/OR narrative details associated with their actions and/or the events in the story.

REPORTING CATEGORY: DEVELOPMENT

Organizing events and details into a coherent whole

SCORE		DESCRIPTION OF PERFORMANCE
5	EXCELLENT	Events and/or actions are ordered in a coherent sequence. Details that describe characters and their actions are clearly connected to the events of the story; digressive details are not present. Closure is achieved in an interesting and appropriate way.
4	PROFICIENT	Events and/or actions are ordered in a generally coherent sequence. Details that describe characters and their actions are connected to the events of the story; digressive details are not present. A sense of closure is achieved.
3	SATISFACTORY	Events and/or actions are ordered in a generally coherent sequence. Details that describe characters and their actions may not be connected to the story; digressive details, if present, do not interfere with the development of the story. A sense of closure is attempted.
2	LIMITED	A sequence of events and/or actions can be detected, BUT coherence is not achieved. Details that describe characters and their actions may not be connected to the story; digressive details, if present, interfere with the development of the story. A sense of closure is attempted; however, it is inappropriate or abrupt.
1	POOR	A sequence of events and/or actions is not discernible. Details that describe characters and their actions are not connected to the story. Closure is absent.

REPORTING CATEGORY: SENTENCE STRUCTURE*

Structuring sentences appropriately

SCORE		DESCRIPTION OF PERFORMANCE
5	EXCELLENT	Sentence type and length are effective and varied. Co-ordination and subordination are used appropriately. Sentence fragments and/or run-on sentences, if present, do not impede meaning.
4	PROFICIENT	Sentence type and length are often effective and varied. Co-ordination and subordination are used appropriately although co-ordination may predominate. Sentence fragments and/or run-on sentences, if present, do not impede meaning.
3	SATISFACTORY	Sentence type and length are sometimes varied. Co-ordination is used extensively and appropriately; some subordination may be used. Sentence fragments and/or run-on sentences, if present, occasionally impede meaning.
2	LIMITED	Sentence type and length are rarely varied. Co-ordination has been overused; subordination, if used, is inappropriate. Sentence fragments and/or run-on sentences, if present, impede meaning.
1	POOR	Sentence type and length are immature and/or repetitious. Co-ordination has been used repeatedly and inappropriately. Sentence fragments and/or run-on sentences, if present, severely impede meaning.

*The category, SENTENCE STRUCTURE, includes types of sentences, co-ordination (i.e. linkage of clauses, e.g. "...and so..." or "...but..."), subordination (e.g. "...because..." or "...when..."), and the arrangement within a sentence (e.g. subject/verb/object).

REPORTING CATEGORY: VOCABULARY

Selecting and using words and expressions correctly and effectively

SCORE		DESCRIPTION OF PERFORMANCE
5	EXCELLENT	Specific words and expressions are used to create vivid images and/or to create clear and precise details. Words and expressions are used correctly and effectively.
4	PROFICIENT	Specific words and expressions are used to create images and/or to add clarity to details. Words and expressions are used correctly and often effectively.
3	SATISFACTORY	Specific words and expressions are occasionally used to add clarity to images and details, but general words are more apparent. Words and expressions are used correctly.
2	LIMITED	General words and expressions are used. Specific words, if present, are used incorrectly and/or repetitively.
1	POOR	Vague words and expressions predominate. Choice of words is restricted.

REPORTING CATEGORY: CONVENTIONS

Using the conventions of written language correctly

SCORE		DESCRIPTION OF PERFORMANCE
5	EXCELLENT	The quality of writing is enhanced because of consistently correct spelling, punctuation, and capitalization. Errors, if present, do not affect the clarity of the communication.
4	PROFICIENT	The quality of writing is reinforced because of essentially correct spelling, punctuation, and capitalization. Errors that are occasionally present do not affect the clarity of the communication.
3	SATISFACTORY	The quality of writing is adequate because of generally correct spelling, punctuation, and capitalization. Errors that are present sometimes affect the clarity of the communication.
2	LIMITED	The quality of writing is reduced because of generally incorrect spelling, punctuation, and capitalization. Errors that are present often affect the clarity of the communication.
1	POOR	The quality of writing is weak because of consistently incorrect spelling, punctuation, and capitalization. Errors that are present severely affect the clarity of the communication.

PART B: READING

Part B: Reading consists of 40 multiple-choice questions based on reading selections from fiction, nonfiction, and poetry.

The achievement test blueprint for Part B: Reading on page 18 is followed by sample questions. These questions illustrate the nature and complexity of questions that appear on the Grade 3 English Language Arts Achievement Test. They do not, however, reflect the exact emphases indicated in the achievement test blueprint or the projected achievement test mean (page 5). The key and question information for the sample questions are on page 28, and the blueprint for the sample questions is on page 29.

Development of Part B: Reading

Reading selections were chosen according to the following general guidelines:

- Reading selections, whenever possible, should be relatively short but should be complete works containing a beginning, a middle, and an end.
- Reading selections should reflect the interests of the majority of Grade 3 students.
- Reading selections should be of appropriate difficulty for Grade 3 students.
- Canadian content should be used extensively.

The following guidelines provided direction for question development:

- Questions related to each reading selection should be arranged from least to most difficult or from specific to general, whenever practical.
- Questions should test the student's ability to understand and analyse the reading selections and to make judgments about their form and content. Only questions dealing with significant aspects of the reading selections should be asked.
- The reading test blueprint must be based on the curriculum specifications for Grade 3 English Language Arts that were developed from the *Program of Studies for Elementary Schools 1978* (amended 1982).

Blueprint for Part B: Reading

The blueprint for Part B: Reading that follows shows the reporting categories and cognitive levels under which questions are classified, and it indicates the number of questions in each category.

REPORTING CATEGORY	COGNITIVE LEVEL		TOTAL NO. OF QUESTIONS
	LITERAL UNDERSTANDING	INFERENTIAL UNDERSTANDING and JUDGMENT	
1 ATTENDING TO DETAILS The student should be able to construct meaning from background experience and by attending to the supporting details found in a reading selection.			18-25
2 ASSOCIATING MEANINGS The student should be able to associate meanings of words and expressions from background experience and from contextual clues in a reading selection.			8-10
3 SYNTHESIZING IDEAS The student should be able to synthesize ideas from the entire reading selection in order to construct meaning, to deduce the main idea, and to predict plausible outcomes or conclusions.			8-12
TOTAL	10-12	28-30	40

Explanation of Cognitive Levels

- Literal Understanding

  When answering questions listed in the blueprint under Literal Understanding, the student is required to identify or to remember, either by recall or recognition, supporting details and cause-and-effect relationships that are directly stated in a reading selection. When answering vocabulary questions listed under Literal Understanding, the student is required to recall word meanings from the context.

- Inferential Understanding and Judgment

  When answering questions listed in the blueprint under Inferential Understanding, the student is required to understand through analysis and interpretation the meanings, details, and relationships that are implied in a reading selection.

  The student must select the BEST alternative when answering Judgment questions. In such questions, each alternative has a measure of truth. The student must judge the alternatives using the context of the reading selection in order to select the BEST answer.

The Part B: Reading sample test of 20 questions follows on pages 20 to 27. The key, question description, and blueprint for the sample test follow on pages 28 and 29.

I. Read the following story and answer questions 1 to 5.

from THE WIZARD OF OZ

While Dorothy was looking earnestly into the queer, painted face of the Scarecrow, she was surprised to see one of the eyes slowly wink at her. She thought she must have been mistaken at first, for none of the scarecrows in Kansas ever wink; but presently the figure nodded its head to her in a friendly way. Then she climbed down from the fence and walked up to it, while Toto ran around the pole and barked.

"Good day," said the Scarecrow, in a rather husky voice.

"Did you speak?" asked the girl, in wonder.

"Certainly," answered the Scarecrow. "How do you do?"

"I'm pretty well, thank you," replied Dorothy politely. "How do you do?"

"I'm not feeling well," said the Scarecrow, with a smile, "for it is very awkward being perched up here night and day to scare away crows."

"Can't you get down?" asked Dorothy.

"No for this pole is stuck up my back. If you will please take away the pole I shall be obliged to you."

Dorothy reached up both arms and lifted the figure off the pole, for -- being stuffed with straw -- it was quite light.

"Thank you very much," said the Scarecrow, when he had been set down on the ground. "I feel like a new man."

Dorothy was puzzled at this, for it sounded queer to hear a stuffed man speak, and to see him bow and walk along beside her.

"Who are you?" asked the Scarecrow when he had stretched himself and yawned. "And where are you going?"

"My name is Dorothy," said the girl, "and I am going to the Emerald City, to ask the Great Oz to send me back home to Kansas."

L. Frank Baum

1. How did the Scarecrow first surprise Dorothy?

   O He spoke.
   O He yawned.
   O He winked.
   O He walked.

2. Why was the Scarecrow not feeling well?

   O He was sad and lonely.
   O He was stuffed with straw.
   O He was afraid of the crows.
   O He was tired of being stuck on a pole.

3. Why was Dorothy puzzled by the scarecrow?

   O He acted like a man.
   O He had a painted face.
   O He scared away the crows.
   O He wanted to go to Kansas.

4. In this story, what does the underlined work <u>obliged</u> mean?

   O Strange
   O Puzzled
   O Grateful
   O Surprised

5. How could the Great Oz help Dorothy?

   O By helping the Scarecrow to feel better
   O By helping the Scarecrow to scare crows
   O By sending her to the Emerald City
   O By sending her back to Kansas

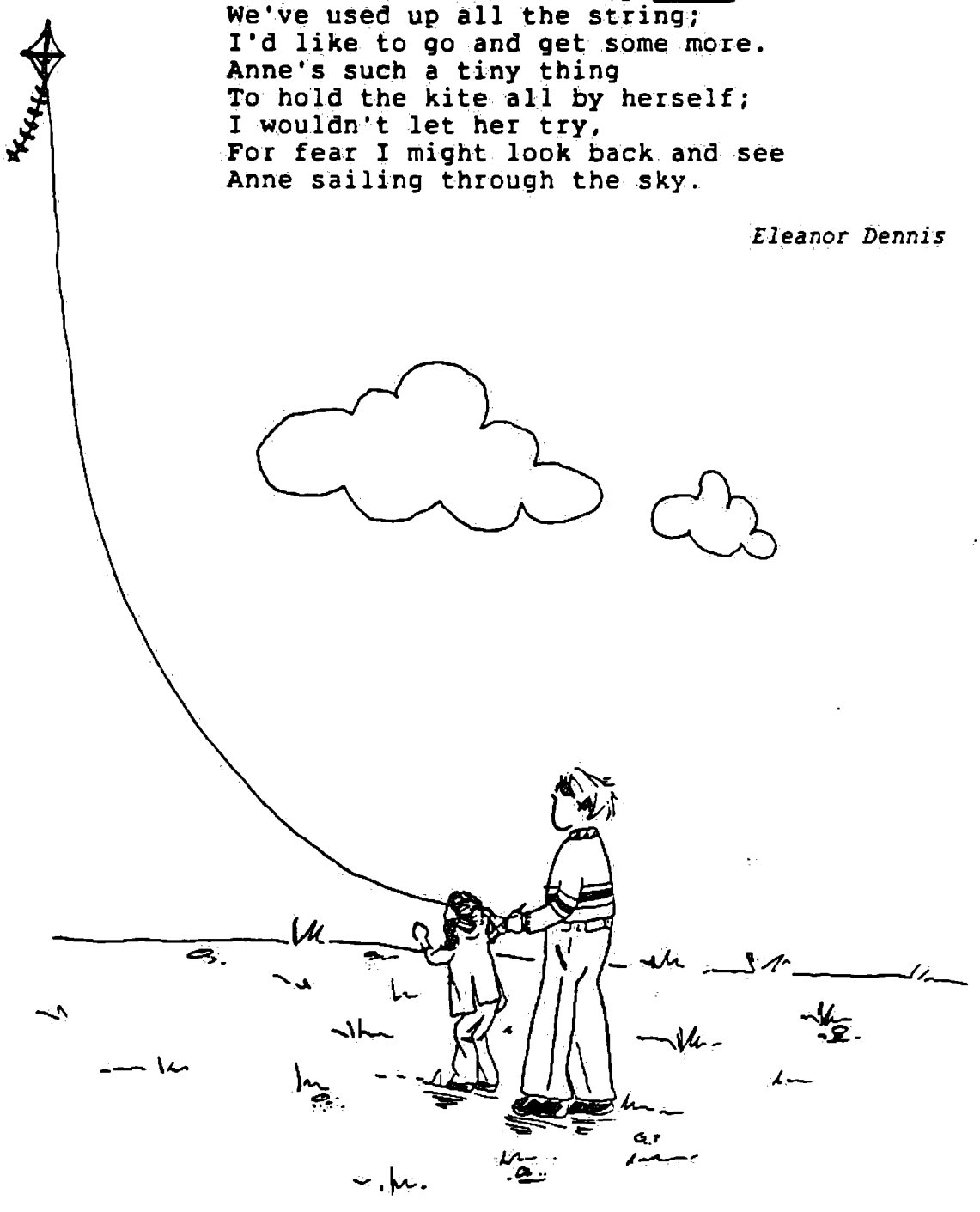
GO ON TO THE NEXT PAGE

II. Read the following poem and answer questions 6 to 10.

MARCH WIND

We made a brand-new kite today,
And soon as we were through
We came out here to fly it,
And the wind just blew and blew.
And now the kite's a tiny speck;
We've used up all the string;
I'd like to go and get some more.
Anne's such a tiny thing
To hold the kite all by herself;
I wouldn't let her try,
For fear I might look back and see
Anne sailing through the sky.

Eleanor Dennis



6. Why is the brand-new kite so tiny?

- O Anne is so small.
- O The kite is small.
- O It is a very large kite.
- O The kite is so high in the sky.

7. In this poem, what does the underlined word <u>speck</u> mean?

- O Talk
- O Spot
- O High
- O String

8. Why does Anne's friend MOST LIKELY want more string?

- O Because Anne wants to hold the kite string
- O Because the kite string is all used up
- O Because the kite is such a tiny speck
- O Because the wind keeps blowing

9. Why does Anne need help to fly the kite?

- O She needs more string.
- O Her friend has gone away.
- O She is too small to fly the kite alone.
- O The kite is too far away for her to see.

10. Why won't Anne's friend let her fly the kite?

- O She may be lifted into the sky.
- O She may let go of the string.
- O She may break the string.
- O She may tear the kite.

GO ON TO THE NEXT PAGE

III. Read the following and answer questions 11 to 15.

PET TALK

A dog does not need words to let you know what it wants.

When your dog meets you at the door in this posture, it's not stretching, it's saying "Hello, glad to see you." At any other time this posture means, "Please play with me." If you want to play, get down on your knees, stretch out your arms and let your dog know.

When your dog was a puppy, it learned to roll onto its back to show respect to its mother. If your dog lies on its back like this, it's accepting you as a leader, and is ready to listen to your orders.

Every time your dog nudges you with its nose, it's saying, "Hey, don't forget me." As a puppy, it used this motion to get milk from its mother. Your dog may also put a raised paw into your hand to show that it trusts you to make it feel better. Try nose nudging your dog on the side of its face when you want a little extra affection.

Barbara Chernin

11. How do you know when your dog wants to play?

- O It nudges you.
- O It raises its paw.
- O It lies on its back.
- O It stretches forward.

12. How do you know that your dog is willing to take orders?

- O It lies on its back.
- O It raises its paw.
- O It stretches out.
- O It nudges you.

13. How can you tell that your dog may be hungry?

- O It lies down.
- O It runs around.
- O It stretches out.
- O It nose nudges you.

14. How do you know that your dog trusts you?

- O It puts a paw into your hand.
- O It gets down on its knees.
- O It lies flat on its back.
- O It starts to bark.

15. What does the underlined work <u>affection</u> mean?

- O Food
- O Love
- O Work
- O Play

GO ON TO THE NEXT PAGE

IV. Read the following story and answer questions 16 to 20.

from THE LOON'S NECKLACE

The old blind man was sitting by a lake. He sang of his troubles to the Indian Spirits. Loon heard his sad song.

"You sing of troubles," Loon said. "How can I help you?"

"O Loon, I am old and blind. My family are starving and I can't feed them. I do not ask to be young, but I would not be so helpless if I could see. I would give my most precious possession to see again."

Loon said: "First you must enter the water with me. Hang onto my wings as I dive and bury your eyes in my feathers."

The old man did as he was told. He grasped Loon's wings and together they dove, -- down, down, down.

Then they floated up, up, up.

They reached the air just as the old man thought his lungs would burst.

"Can you see?" Loon asked.

"A little," he replied. "I can see the shape of some trees."

"Dive with me again!"

Down, down, down they went. And up, up, up -- just like the first time.

"I can see!" cried the old man.

He yanked a shell necklace from his chest and tossed it to the bird. It fell on Loon's neck, while a sprinkling of loose shells covered his back.

Where the shells touched his black feathers, beautiful white markings appeared. Loon preened himself and swam away.

William Toye

16. What trouble did the old man have?

- O He could only sing sad songs.
- O He wanted to be young.
- O He was by himself.
- O He was blind.

17. What does the underlined word precious mean in the story?

- O Pretty
- O Valuable
- O Helpless
- O Plentiful

18. Why did Loon and the old man need to dive a second time?

- O The old man could see only a little.
- O The old man's lungs would burst.
- O Loon wanted the necklace.
- O Loon liked to swim.

19. When did Loon get white markings on his back?

- O When Loon reached the air
- O When Loon dived into the water
- O When shells touched Loon's black feathers
- O When Loon preened himself by the water's edge

20. What was the old man's most precious possession?

- O A sad song
- O Loon's wings
- O White markings
- O A shell necklace

THE END

Part B: Reading - Sample Questions - Key and Description

Question No.	Keyed Response	Difficulty Level*	Reporting Category**	Cognitive Level
1	C	.804	Attending to Details	Literal
2	D	.814	Attending to Details	Inferential
3	A	.801	Synthesizing Ideas	Inferential
4	C	.731	Associating Meanings	Inferential
5	D	.781	Attending to Details	Literal
6	D	.788	Synthesizing Ideas	Inferential
7	B	.750	Associating Meanings	Inferential
8	B	.760	Synthesizing Ideas	Judgment
9	C	.840	Attending to Details	Inferential
10	A	.657	Associating Meanings	Inferential
11	D	.766	Attending to Details	Literal
12	A	.667	Attending to Details	Inferential
13	D	.728	Attending to Details	Inferential
14	A	.721	Attending to Details	Literal
15	B	.776	Associating Meanings	Inferential
16	D	.852	Attending to Details	Literal
17	B	.622	Associating Meanings	Inferential
18	A	.770	Synthesizing Ideas	Inferential
19	C	.811	Attending to Details	Literal
20	D	.696	Synthesizing Ideas	Inferential

*The difficulty level of the question indicates the percentage of students who answered the question correctly on a field test, or an estimate of difficulty if the question has been revised.

**See the blueprint on page 29 for a description of each reporting category.

Part B: Reading
Blueprint
(Sample Questions)

REPORTING CATEGORY	COGNITIVE LEVEL		TOTAL
	LITERAL UNDERSTANDING	INFERENTIAL UNDERSTANDING and JUDGMENT	
1 ATTENDING TO DETAILS The student should be able to construct meaning from background experience and by attending to the supporting details found in a reading selection.	1, 5, 11, 14, 16, 19	2, 9, (10), 12, 13, (18)	10 (50%)
2 ASSOCIATING MEANINGS The student should be able to associate meanings of words and expressions from background experience and from contextual clues in a reading selection.	----	4, 7, 10, 15, 17	5 (25%)
3 SYNTHESIZING IDEAS The student should be able to synthesize ideas from the entire reading selection in order to construct meaning, to deduce the main idea, and to predict plausible outcomes or conclusions.	----	3, 6, 8, 18, 20	5 (25%)
TOTAL	6 (30%)	14 (70%)	20

*Bracketed numbers indicate that the questions could fit more than one category.

CREDITS

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